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Mindful learning through mindfulness bells as a predictor to improve student learning outcomes

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Abstract: This study was motivated by the importance of improving student learning outcomes through a learning approach that not only focuses on cognitive aspects but also shapes students' awareness, attitudes, and positive behaviour. This study aims to determine the effect of mindful learning on improving student learning outcomes with mindful bells at Buddhist Sunday School (BSS) Dharma Gaya, Metro City. Mindful Learning is a learning approach that emphasises full awareness in the learning process. Students are encouraged to be fully present, aware, and focused on every activity they do. Mindful bells are used as a tool to help students direct their attention to learning in a calmer and more focused manner. This study used a quantitative approach with a survey method involving 45 students as the overall subjects of the study. The research instrument used was a questionnaire with a Likert scale that measured mindful learning with mindful bells. Simple linear regression analysis was used to test the research hypothesis, and SPSS (Statistical Package for the Social Sciences) for Windows version 26 was used as a tool to analyse the data. The results showed that there was a positive and significant influence of 65.5% between the variables of mindful learning with mindful bells and the improvement in student learning outcomes at BSS Dharma Gaya Kota Metro. Meanwhile, the remaining 34.5% was influenced by other factors not included in the study. This means that the better the application of mindful learning with mindful bells in learning activities, the more it will improve student learning outcomes as shown by changes in the cognitive, affective, and psychomotor aspects of students.

Keywords: Mindful learning, mindful bell, learning outcomes

1. Introduction

Education is a conscious, planned effort to create a pleasant learning environment and learning process so that students can actively develop their potential [1]. Education serves as a fundamental means of transforming an individual's potential into a knowledgeable, skilled person with a good attitude and sense of responsibility [2]. Education is not limited to formal education but also consists of non-formal education, which plays an important role in shaping a person's character and skills [3]. Buddhist Sunday School (BSS) is a form of non-formal education for Buddhists from early childhood to adolescence [4]. As a fundamental part of Buddhist religious development,

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BSS plays an important role in shaping the character and religious understanding, as well as strong skills for Buddhist children and adolescents [4].

SMB learning is not only taught in relation to Buddhist religious education, but is also combined with the improvement of general knowledge and skills through the delivery of interesting lessons for students [5]. Teachers play an important role in creating an interesting and meaningful learning atmosphere so that students can understand and internalise the values of Buddha Dharma well. This can have an impact on improving student learning outcomes, both in terms of religion and general knowledge, through interactive and enjoyable learning methods. Learning outcomes are important indicators that reflect the success of a learning process. Learning outcomes are not only seen from academic aspects such as grades or achievements, but also include mastery, skills, conceptual understanding, and the development of students' attitudes and behaviour [6]. In addition, student learning outcomes are also influenced by various factors, such as the learning methods used, the quality of teachers in teaching, family support, and student interest and motivation [7].

Learning outcomes are an important indicator that reflects the level of success of a learning process. Learning outcomes are not only seen from academic aspects such as grades or achievements, but also include mastery, skills, understanding of concepts, and the development of students' attitudes and behaviour. Student learning outcomes at SMB can be influenced by various factors, such as the learning methods used, the quality of teacher instruction, family support, and student interest and motivation. Teachers play an important role in creating an engaging and meaningful learning environment so that students can understand and internalise the values of Buddha Dharma well. Teachers are also required to have the competence to manage learning, especially in terms of choosing appropriate learning methods that suit the needs of students [8]. Effective teaching and learning activities do not only depend on how teachers deliver the material, but also on supportive classroom conditions, student attention, and their emotional involvement and motivation in learning.

Preliminary studies show that several obstacles still hinder students' learning outcomes. Teachers' limitations in managing the classroom result in a less conducive learning atmosphere, making it difficult for students to absorb the material to the fullest. In addition, the lack of student attention during learning indicates that they are not yet fully involved in the learning process. Students also still find it difficult to manage their emotions, which indirectly affects their concentration and understanding of the material being taught. Not only that, low interest and motivation to learn further hinder the achievement of student learning outcomes, both in terms of understanding the material and applying its values in daily life. These obstacles indicate the need for a learning approach that is able to build students' awareness, focus, and emotional involvement as a whole.

These issues highlight the need for a learning approach that can build students' awareness, focus, and emotional engagement as a whole. A relevant and potentially applicable approach is mindful learning with mindful bells. Mindful learning is a concept introduced by J. Janger, which emphasises the importance of awareness and

presence in the learning process [9]. Mindful learning is a learning approach that emphasises full awareness, active involvement, and flexibility of thinking in understanding the material. Based on constructivism, this approach connects students' experiences with the material through three stages: information, transformation, and evaluation [10].

In mindfulness practice, bells are indispensable. Bells are used as reminders for mindfulness activities every 30 minutes, at the beginning, during the first break, and at the end of class [11]. By using the sound of bells as an object of meditation, this practice can also help individuals, including SMB students, to focus more and be present in the moment, restoring students' focus, helping to reduce stress, and improving the quality of learning for students. Adhinugroho et al's research shows that the application of mindfulness in education can help students manage their attention amid various distractions. Practices such as Vipassana and Shamatha can enable students to focus their minds on the present moment, reduce anxiety, and improve students' memory [12].

The concept of mindful learning itself originates from Sattipatthana meditation [13]. Satipatthana meditation is one of the meditations in Buddhist teachings that aims to develop sati (full attention or full awareness). In Satipatthana Sutta, the Buddha identified four foundations of awareness, namely the body, feelings, thoughts, and spiritual objects [14]. These four foundations form the basis of mindfulness practice, which has been adapted in the world of education as the mindful learning approach. In mindful learning, the use of bells is used as a medium to help teachers restore students' focus and attention during learning. According to Pratama et al, mindful learning has a moderate positive effect in the context of education in Indonesia when compared to conventional learning. Mindful learning can be applied in Indonesia to improve student learning outcomes and self-control [15]. Meanwhile, Hayati's research shows that the implementation of a mindfulness programme at SMK BMR Pekan Baru has succeeded in significantly improving concentration and achievement. Mindfulness techniques have been proven effective in helping students manage their attention and academic stress [16]. Various existing studies show that the application of mindfulness learning in education can provide significant benefits, such as improving concentration and academic achievement, as well as improving student learning outcomes.

In a literature review, the mindful learning approach in education is increasing in popularity due to its potential to improve student focus and learning outcomes. However, most studies are still limited to the context of formal education, while its application in non-formal institutions such as Buddhist Sunday Schools (SMB) has not been widely researched. This gap is significant because SMBs require adaptive and innovative learning approaches. This study aims to fill the research gap related to the application of mindful learning, particularly through the use of mindful bells, in an effort to improve student learning outcomes in SMB, both theoretically and practically. The bell serves as a medium for training full awareness (present moment awareness), restoring students' focus and attention during learning. Furthermore, bells were chosen because they are considered practical and inexpensive, making them suitable for

application in SMBs with limited resources. This study aims to analyse the extent to which mindful learning with mindfulness bells can influence the improvement of student learning outcomes in SMBs. In addition, mindful learning with mindfulness bells also offers practical solutions for the development of inclusive learning strategies in non-formal educational institutions.

2. Methods

This study used a quantitative approach with a population survey method. A population survey is a method of collecting data from the entire population using a questionnaire as a data collection tool, which is carefully designed and in accordance with a quantitative approach to measure the level of influence on both variables. The quantitative approach aims to test theories, show relationships between variables, and make predictions [17]. In this study, there is one independent variable (X), namely mindful learning with mindful bells, and one dependent variable (Y), namely learning outcomes.

The steps in this study consisted of gathering preliminary information related to the research topic, establishing the background of the problem, identifying and formulating the problem, conducting a relevant theoretical review, designing the research method, and making decisions. Next, variables are identified, an instrument grid is compiled, data is collected through questionnaires to test the instrument, and the data is analysed by testing the instrument using statistical methods. After obtaining a valid and reliable instrument, the instrument is distributed to the sample for further analysis. Finally, the data from the analysis is presented for discussion, and conclusions and recommendations are formulated. This series of steps is used in research design to ensure the accuracy and relevance of the research.

In this study, the population used was related to the study "Mindful Learning: Strategies for Improving Student Learning Effectiveness with Mindfulness Bells", namely all students in grades IV to IX at SMB Dharma Gaya Metro, with a total of 45 respondents. In this study, the researcher used a saturated sample. A saturated sample is a sampling technique where all members of the population are used as samples. This is often done when the population size is relatively small, less than 30 people [18]. The data analysis technique in this study used SPSS (Statistical Package for the Social Sciences) for Windows version 27, which functions to present data for each variable studied, calculate to answer research questions or problem formulations, and calculate to test hypotheses.

3. Results

Based on the trial of the research instrument validity test on 30 respondents from SMB Dhamma Mulya students with a total of 80 statement items consisting of 40 items of mindful learning variables with mindful bells and 40 items of learning outcome variables. Based on the trial of the instrument, 61 items were found to be valid and 19 items were found to be invalid. The 10 invalid items were statements on the mindful learning variable with mindful bell (numbers 10, 12, 17, 24, 26, 27, 32, 33, 35, 40).

Meanwhile, in the learning outcome variable, there were 9 invalid items (numbers 44, 49, 52, 53, 68, 71, 74, 77, 80). Several of these items were declared invalid by comparing r ($_{table)}$in 30 respondents and a significance level of 0.05 is 0.361. Invalid items will be deleted and not used in the study because there are still other item numbers that can represent each indicator in the study, so that from 80 statement items, there are still 61 statement items that can be used in the study. In this study, the reliability test was conducted on 61 valid items using SPSS for Windows version 27. The results obtained will show whether the items in the research instrument are consistent in measuring the variables under study. The results of the reliability test in this study can be seen in the following table.

Table 1.1 Instrument Reliability Test

Reliability Statistics	
Cronbach's Alpha	Number of Items
0.964	61

Source: Results of data processing in 2025 using SPSS version 27

Based on the reliability test analysis results presented in the table, it is known that the Cronbach's Alpha value obtained from the entire instrument is 0.964. This value is calculated from a total of 61 statements representing the two variables in this study. This figure indicates a very high level of internal consistency. In the context of reliability measurement, a Cronbach's Alpha value above 0.7 is considered an indicator that the instrument has good reliability. This indicates that the measuring instrument used is very reliable. This means that this instrument is capable of providing consistent results when used in repeated measurements under similar conditions. In other words, all items in the questionnaire show high consistency in measuring the same aspects in each variable. This is important because high reliability ensures that the data collected from the instrument is stable and reliable for further analysis. Therefore, it can be concluded that the research instrument used has met the criteria for adequate reliability and is suitable for use as a tool in measuring the variables under study.

Table 1.2 Results of the Normality Test of Research Variables

One-Sample Kolmogorov-Smirnov Test		
		Unstandardised Residual
N		45
Normal Parameters [a,b]	Mean	,000000
	Standard Deviation	6.91527575
Most Extreme Differences	Absolute	0.094
	Positive	0.094
	Negative	-,077
Test Statistic		0.094
Asymp. Sig. (2-tailed)[c]		.200[d]
a. Test distribution is Normal.		

Source: Data processed in 2025 using SPSS version 27

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The normality test was conducted to determine whether the data collected came from a normally distributed population or not. The normality test in this study used the *One* Sample Kolmogorov Smirnov test, with a significance level of 0.05 or 5%. Based on the output results in the one sample Kolmogorov-Smirnov test column above, it can be seen that the significance value (2-tailed) is 0.200. This value is greater than the significance level of 0.05 or 5%. Because the significance value (2-tailed) is greater than the significance level, it can be concluded that the data population from the measurement tool distribution, namely the questionnaire, is normally distributed. To determine the positive effect between mindful learning and mindful bell and learning outcomes, a p-plot graph is shown in the following figure.

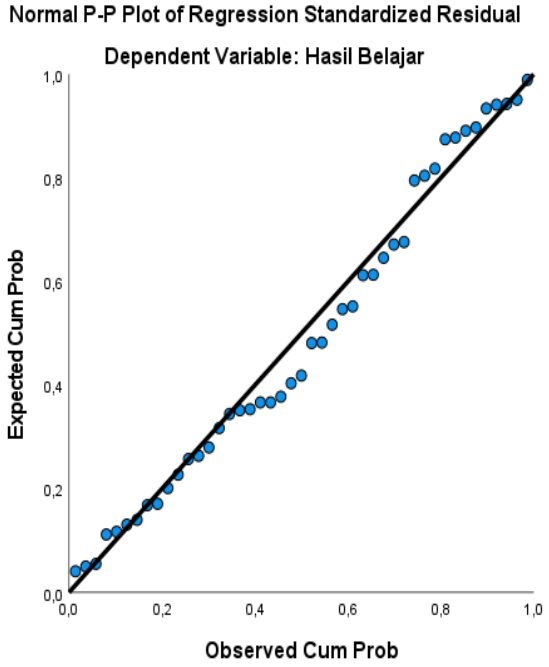

Figure 1.1 P-Plot Results Source: SPSS data analysis output version 27

From the data processing results, it can be seen that routine testing using p-plots shows that normality tests are used to test whether the regression model between independent and related variables is normally distributed. A good regression model assumes that the data is normally distributed or close to a normal distribution. To determine whether this normality assumption is met, the distribution of data in the p-plot graph must follow the diagonal line. If the data distribution is around the diagonal and follows the direction of the diagonal line, then the regression model meets the normality assumption. Meanwhile, if the data distribution deviates from the diagonal line or does not follow the direction of the diagonal line, then the regression model does not meet the normality assumption. The P-Plot image above shows that mindful learning with mindful bells and learning outcomes have a good influence ( ), as indicated by the shape of the p plot, which depicts data points following a straight diagonal line from the bottom left to the top right.

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Table 1.3 Results of Homogeneity Test

Tests of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig
Mindful Learning with Mindful Bells	Based on Mean	1,514	12	18	,207
	Based on Median	,816	12	18	634
	Based on Median and with adjusted df	,816	12	7,220	.639
	Based on trimmed mean	1,456	12	18	,229

Source: Data processed in 2025 using SPSS version 27

The homogeneity test aims to determine whether the distribution of data from two or more variants originates from a homogeneous population by comparing these variants. The homogeneity test is conducted to show that the differences that appear in the parametric statistical test are caused by differences between groups rather than differences within groups. Based on the results of the homogeneity test using Leven's test from the test of homogeneity of variances output above, the significance value of mindful learning with mindful bells and learning outcomes was obtained as 0.207 > 0.05. Because the significance value (sig) is greater than 0.05, it can be concluded that the two data groups are the same or homogeneous.

Table 1.4 Linearity Test of Mindful Learning with Mindful Bells and Learning Outcomes

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Learning Outcomes * Mindful Learning with Mindful Bells	Between Groups	(Combined)	5438.078	26	209,157	5,643	,000
		Linearity	4,001,119	1	4,001,119	107,949	,000
		Deviation from Linearity	1,436,959	25	57,478	1,551	,170
	Within Groups		667,167	18	37,065		
	Total		6,105,244	44			

Source: Data processed in 2025 using SPSS version 27

Linearity testing is performed by looking at the significance value in the deviation from linearity in the ANOVA table. If the significance value of the deviation from linearity is greater than 0.05, then the two variables can be considered linear. Based on the ANOVA table above, the significance value for deviation from linearity is 0.170. Since this significance value is greater than 0.05 (0.170 > 0.05), it can be concluded that there is no deviation in linearity. This means that the relationship between the mindful learning variable and mindful bell and learning outcomes is linear, indicating that $H_{(0)}$is rejected or it can be concluded that the regression model used is linear.

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Table 1.5 Regression Equation Output

Model		Coefficients[a] Unstandardised Coefficients		Standardised Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	11.135	12,581		,885	,381
	Mindful Learning with Mindful Bells	,906	,100	,810	9,043	,000

a. Dependent Variable: Learning Outcomes

Source: Data processed in 2025 using SPSS version 27

Simple linear regression analysis was used to determine the effect of the independent variable (Mindful Learning with Mindful Bells) on the dependent variable (Learning Outcomes). The table above shows the regression coefficient (B), which indicates the magnitude of change in Learning Outcomes for each unit change in Mindful Learning with Mindful Bells. The significance value (Sig) is used to test whether the effect is significant, with the significance criteria for each coefficient and standardised coefficients (Beta) indicating the relative strength of the independent variable's effect on the dependent variable.Based on the output in the coefficient table, a constant value of 11.135 was obtained, which means that if mindful learning with mindful bells has a value of 0, the consistent value of the learning outcome variable will be at 11.135. The regression coefficient for the mindful learning with conscious bell (X) variable is 0.906, which indicates that every one-unit increase in mindful learning with conscious bell will increase the Y variable or learning outcome variable by 0.906. The resulting regression equation is as follows.

$Y = 11.135 + 0.906 X$

Explanation:

Y: Learning Outcomes

X: Mindful Learning with Mindful Bells

Furthermore, the statistical hypothesis in this study is:

H_a : There is an effect of mindful learning with mindful bells on improving the learning outcomes of students at SMB Dharma Gaya Kota Metro.

H_0 : Mindful learning with mindful bells has no effect on improving the learning outcomes of students at SMB Dharma Gaya Kota Metro.

The criteria for testing the hypothesis are to reject H_0if $t_{calculated} > t_{table}$or if the significance is < 0.05. Based on the data analysis, a $t_{calculated}$ value of 9.043 was obtained, with a degree of freedom (df) = n-2 or df = 43. The $t_{(table)}$value at a significance level of $\alpha = 0.05$ is 2.0167. Thus, because $t_{(count)}$ 9.043 > $t_{(table)}$ 2.0167 and the significance level is 0.000 < 0.05, $H_{(0)}$is rejected and $H_{(a)}$is accepted. A positive regression coefficient indicates that mindful learning with a bell has a positive effect on learning outcomes. Based on hypothesis testing, it can be concluded that mindful learning with mindful bells has a positive and significant effect on student learning outcomes at SMB Dharma Gaya Kota Metro. Hypothesis testing was conducted using a

significance level of 5% (0.05), where H(0)will be rejected if the significance value obtained from the ANOVA table is less than 0.05.

Table 1.6 ANOVA Analysis Output

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4001.119	1	4001.119	81,767	,000[b]
	Residual	2,104,126	43	48,933		
	Total	6,105,244	44			
a. Dependent Variable: Learning Outcomes						
b. Predictors: (Constant), Mindful Learning with Mindfulness Bell						

Source: Data analysis results from 2025 using SPSS version 27

Based on the results of the ANOVA analysis in this study, an F value of 81.767 was obtained with a significance value of 0.000. This significance value is smaller than the set significance limit of 0.05. This indicates that the regression model used in this study is statistically significant, so it can be concluded that there is a significant effect between the variables of mindful learning with mindful bells on student learning outcomes. In other words, the mindful learning approach applied through the use of mindful bells has been proven to have a real contribution in improving student learning outcomes at SMB Dharma Gaya Kota Metro. The regression model used is suitable for use in research because it is able to explain the relationship between independent and dependent variables significantly. Therefore, mindful learning with mindful bells as a medium can be one of the effective learning strategies in improving the quality of the learning process and outcomes of students, both in terms of cognitive, affective, and psychomotor aspects.

Table 1.7 Residual Statistics

Residual Statistics[a]					
	Minimum	Maximum	Mean	Standard Deviation	N
Predicted Value	105.3133	146.97	124.51	9.536	45
Residual	-12,197	16,064	,000	6,915	45
Standard Predicted Value	-2,013	2,355	,000	1,000	45
Standard Residual	-1,744	2,296	,000	,989	45
a. Dependent Variable: Learning Outcomes					

Source: Data processed in 2025 using SPSS version 27

Based on the Residuals Statistics output, the distribution of predicted values and residual values from the regression model used was obtained. The student learning outcomes predicted by the model range from 105.31 to 146.97, with an average of 124.51 and a standard deviation of 9.536. This indicates that the regression model is capable of producing predictions of learning outcomes within a fairly wide and varied range. The residual values, which are the difference between the actual values and the predicted values, range from -12.197 to 16.064 with an average of 0.000 and a standard

deviation of 6.915. The average residual, which is close to zero, indicates that there is no systematic bias in the model, where prediction errors are evenly distributed above and below the regression line. The standardised predicted value ranges from -2.013 to 2.355 with an average of 0.000 and a standard deviation of 1.000. Meanwhile, the standardised residuals are in the range of -1.744 to 2.296 with a mean of 0.000 and a standard deviation of 0.989. The range of residual values, which is still within normal limits, indicates that there are no extreme outliers in the data. This also supports the assumption that the residuals are normally distributed and that the regression model used is valid for further interpretation. Overall, these results indicate that the regression model is valid in terms of residual distribution and that there are no major problems in predicting learning outcomes.

Table 1.8 R Square Coefficient Values

Model Summary				
Model	R	R Square	Adjusted R-Square	Standard Error of the Estimate
1	.810[a]	.655	0.647	6.995
a. Predictors: (Constant), Mindful Learning with Mindfulness Bell				

Source: Data processed in 2025 using SPSS version 27

Based on the regression analysis results shown in the Model Summary table, it is known that the coefficient of determination R Square is 0.655. This indicates that 65.5% of the variation or change in student learning outcomes at SMB Dharma Gaya Kota Metro is influenced by the variable of mindful learning with mindful bells. Thus, the mindful learning approach combined with the use of mindful bells has a significant contribution in explaining the differences in learning outcomes of each student. Meanwhile, the remaining 34.5% is influenced by other factors not included in this study. These factors can include various things such as the learning environment, social support from parents or friends, students' basic academic abilities, emotional conditions, and learning styles of each individual. In addition, the correlation coefficient (R) value of 0.810 indicates a very strong relationship between mindful learning with mindful bells and student learning outcomes. In other words, the higher the application of mindful learning using mindful bells in the learning process, the more likely there will be a significant increase in student learning outcomes.

The results of the analysis show that student learning outcomes are influenced by mindful learning with mindful bells (X), with $_{\text{a t-value}}$of 9.043 and a significance level of 0.000, which is less than the significance level of 0.05. This shows that there is a real and significant effect between mindful learning with mindful bells and learning outcomes, so that the proposed hypothesis can be accepted. The R Square value of 0.655 shows that mindful learning with mindful bells has a positive effect of 65.5% on improving student learning outcomes, while the remaining 34.5% is influenced by other factors. The resulting regression model can be written as Y = 11.135 + 0.906 X, which means that every increase or one unit in mindful learning with mindful bells will increase student learning outcomes by 0.906% units.

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4. Discussion

Based on the results of data analysis and hypothesis testing, it is known that mindful learning with mindful bells has a positive and significant effect on student learning outcomes, particularly in the context of spiritual and character learning at the Buddhist Sunday School (SMB). Mindful learning with mindful bells is one of the factors that influence the improvement of student learning outcomes in the SMB environment [19]. Thus, it can be said that the better the application of mindful learning with the use of mindful bells in learning activities, the higher the level of student learning outcomes. This is demonstrated by SMB students who are able to show an increase in concentration while studying, exhibit reflective behaviour, participate actively in discussions, understand the material well, and exhibit better social behaviour [20]. This is also supported by evidence obtained through research in the form of questionnaires, which were then analysed from each variable, thereby obtaining testable and accountable analysis results. These results were used in decision-making and conclusions in this study.

In education, mindfulness has been developed as a form of guidance for educators and students. With mindfulness, students can develop their abilities, improve their concentration in learning, and their ability to engage and empathise with others. Mindfulness exercises serve as a tool to help students adapt to their environment and develop their academic skills. One mindfulness practice used in learning activities is called mindful learning. Mindful learning is effective in improving learning outcomes, self-control, and students' knowledge competence. In practice, mindful learning fosters a reflective attitude, full attention to the present moment, and the ability to manage stress and emotions during the learning process. Mindful learning is a learning approach that emphasises full presence and complete involvement in the learning process. This approach focuses not only on achieving academic learning outcomes but also on the mental, emotional, and spiritual development of students. In practice, mindful learning fosters a reflective attitude, full attention to the present moment, and the ability to manage stress and emotions during the learning process [21], [22]. In addition, support for the effectiveness of mindful learning also shows an increase in learning activities and learning outcomes. After implementing mindful learning, students tend to pay more attention to the teacher when explaining, take notes on learning materials, ask and answer questions more actively, are able to exchange opinions with friends, are able to express their opinions in discussions, and are able to work well in groups. Therefore, it can be stated that the mindful learning approach can improve student learning activities and outcomes [23].

According to Budiyani et al, learning outcomes are the achievements obtained by students as a result of the learning process [24]. Learning outcomes are defined as changes in students' abilities that are formed after participating in the learning process, either through written or oral evaluations [25]. Student learning outcomes are not only seen from their grades, but also include the learning process and attitudes shown by students during learning activities. Learning outcomes can also be seen from changes in

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behaviour that reflect students' attitudes after participating in learning [26]. Learning outcomes can be realised in the form of the ability to convey information orally and in writing, thinking and problem-solving skills, cognitive activity, motor skills, and attitudes in responding to an object based on personal assessment [27]. This is in line with the teachings of the Buddha as stated in the Mahaparinibbana Sutta, which reads:

"Morality, concentration, and wisdom are the three main aspects of spiritual training. Concentration based on morality will bring great results and benefits. Similarly, wisdom that grows from total concentration will bear extraordinary fruit. When the mind is guided by wisdom, it will be completely free from all mental defilements, such as sensual desire, attachment to rebirth, wrong views, and ignorance" [28], [29].

The sutta explains the importance of morality, concentration, and wisdom as part of the path to freedom. This means that when students learn with full awareness (mindfulness), accompanied by moral values and concentration, they find it easier to understand the material, manage their emotions, and apply the values of Dhamma in their daily lives, which can lead to more optimal learning outcomes, both cognitively and spiritually. Thus, with the mindful learning approach using mindful bells, the learning outcomes of students can be seen from the increased quality of attention, engagement, and understanding of students during the learning process. The mindful learning approach, interspersed with the use of mindful bells, helps students return to the present moment so that they can be consciously and fully present in every learning activity, helping them manage their distractions and emotions. In practice, this encourages reflective, affective, and responsible learning behaviour, as demonstrated by improved learning outcomes marked by students' ability to answer questions posed by teachers, their ability to discuss, and their ability to consciously convey their ideas and reflections.

In this context, mindful learning with a bell of awareness can be understood as an approach that can strengthen internal factors, particularly in terms of learning motivation, self-awareness, and emotion management. The sound of the bell of awareness, used regularly in the learning process, serves as a reminder to refocus and be fully present, thereby helping students to learn in a more focused and meaningful way. Although not the only determining factor, the existence of this approach contributes significantly to creating learning conditions that support optimal learning outcomes. The mindful learning approach with mindful bells can help students improve their concentration and focus on learning, thereby increasing their understanding and memory of the material presented. This can have a direct impact on improving learning outcomes. The values in mindful learning are closely related to Buddhist teachings, particularly in the Kalama Sutta. The sutta states, "Do not believe simply because something has been taught for a long time. Do not believe simply because many people believe it. Believe it when, after wise consideration, you see that it brings benefit and reduces suffering" (A.III.65). This sutta emphasises the importance of critical and reflective awareness in accepting knowledge. These values underlie the basic principles

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of mindful learning, which emphasise full awareness, reflection, and conscious decision-making in the learning process.

Based on empirical data, the results of linear regression analysis show that 65.5% of mindful learning with mindful bells has a positive and significant effect on improving student learning outcomes at SMB Dharma Gaya Kota Metro. Meanwhile, the remaining 34.5% of the learning outcome variables in this study were influenced by other factors that were not examined. This shows that mindful learning with mindfulness bells plays an important role in improving student learning outcomes, but most student learning outcomes are still influenced by other factors outside of mindful learning with mindfulness bells. The factors used as a basis for improving learning outcomes are based on student learning styles and the use of learning media. In addition, it was found that the factors that influence student learning outcomes are internal factors such as interest, talent, motivation, and learning methods. Meanwhile, external factors include the school environment and family environment. These two factors influence the improvement of student learning outcomes [30]. Learning outcomes themselves are behavioural changes after going through a teaching and learning process that covers cognitive, affective, and psychomotor aspects. Learning outcomes can be determined by conducting specific assessments that show the extent to which the assessment criteria have been achieved. This assessment can be done by giving tests to students.

Based on a coefficient value of 0.906, it shows that every increase of one unit in mindful learning with mindful bells will increase learning outcomes by 0.906 units. In other words, the higher the mindful learning with mindful bells in the learning process, the higher the students' learning outcomes. This reinforces mindful learning with mindful bells as an important factor that contributes to improving student learning outcomes. Meanwhile, the constant value of 11.135 indicates that when mindful learning with mindful bells is not applied at all (X value = 0), the predicted value of student learning outcomes remains at 11.135. This means that student learning outcomes still have a base value even without the influence of mindful learning. This baseline value reflects the contribution of other factors that also influence learning outcomes, such as learning style, interest, motivation, family environment, other learning media, and other internal or external factors. Therefore, even though mindful learning with a bell contributes significantly, optimal improvement in learning outcomes is still influenced by a combination of various other supporting factors.

In addition, significance testing was conducted using ANOVA (Analysis of Variance), and the analysis results showed a calculated F value of 107.949 with a p value of 0.000, which is much smaller than the significance threshold of 0.05. The F value shows that the variable of mindful learning with a bell significantly affects the variable of learning outcomes. This reinforces that this approach can be used as an effective learning strategy in improving learning outcomes, particularly in the context of learning at SMB. The consistent and continuous application of mindful learning with mindful bells can be an effective strategy in improving student learning outcomes.

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5. Conclusion

Based on the results of research and data analysis related to mindful learning as a strategy to improve the effectiveness of student learning outcomes with mindful bells, it can be concluded that the results of the study show a positive and significant effect between the application of mindful learning with mindful bells and student learning outcomes. This shows that the better the implementation of this mindfulness-based learning strategy, the higher the learning outcomes achieved by students, both in terms of material comprehension, focus, and emotional and spiritual involvement in the learning process. Based on the results of regression analysis, mindful learning with mindfulness bells has a significant impact on student learning outcomes, especially at SMB Dharma Gaya Kota Metro. This impact can be seen from the changes in students during the learning activities in terms of their cognitive, affective, and psychomotor aspects. Based on the results of this study, there are suggestions that can be considered for further research development. Future research is expected to expand the research object not only to one SMB, but also to other SMBs or formal educational institutions, so that the research results become more general and can be compared in various learning contexts. The addition of other variables, such as the influence of the family environment or peer support, is also important to obtain a more comprehensive understanding of the external factors that determine the success of the application of mindful learning on student learning outcomes.

Recommendations

Based on the results of this study, there are suggestions that can be considered for further research development. Further research is expected to expand the research object not only to one Buddhist Sunday School (SMB), but also to other SMBs or formal educational institutions, so that the research results can be more general and comparable in various learning contexts. The addition of other variables, such as the influence of the family environment or peer support, is also important to gain a more comprehensive understanding of the external factors that determine the success of mindful learning on student learning outcomes.In addition, it is recommended that future researchers use qualitative or mixed methods research, so that they not only obtain quantitative data on the influence of mindful learning, but can also explore the subjective experiences of students and teachers in applying mindful learning with mindful bells. This approach will provide a more comprehensive picture of the advantages, obstacles, and potential for developing mindful learning in supporting changes in student attitudes and behaviour.

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